



## SEN Information Report for Leftwich Community Primary School 2020-21 Part of the Cheshire West and Cheshire Local Offer for Learners with SEN

### Introduction

Welcome to our SEN information report which is part of the Cheshire West and Chester Local Offer for learners with Special Educational Needs (SEN).

At Leftwich Community Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEN governor- Sue Bain

Name of SENCO - Lynn Guy

Name of Chair of governors - David Lundie

Name of Head teacher - Claire Harrison/ Lynn Guy

If you have specific questions about the Cheshire West and Chester Local Offer please look at the CWAC website. Alternatively, if you think your child may have SEN please speak to their class teacher or contact Lynn Guy our SENCO on 01606 288193.

### Our Approach to Teaching Learners with SEN

At Leftwich Community Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy.

Our school improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all

learners, and staff continually assess pupil progress through our in-school tracking system, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and all staff who work with the children are included in these meetings.

At Leftwich Community Primary School, we value: **Learning for all**

### **How we identify SEN**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

**"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

**(a) have a significantly greater difficulty in learning than the majority of others of the same age: or**

**(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."**

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Leftwich Community Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2020-21 shows that we have 30 children identified as having SEN, and 5 of those have an Education Health and Care Plan. 11 children are identified as having SEN linked to cognition and learning 4 linked to speech, language and communication interaction, 3 linked to a specific learning difficulty and 11 linked to social, emotional and mental health.

### **Assessing SEN at Leftwich Community Primary School**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Leftwich Community Primary

School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available, and seek external advice and support as we feel necessary. For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Cheshire West and Chester Council, which are described on the Local Offer website.

Leftwich Community Primary School, as part of the SBSA, have also commissioned for 2020-21 support from:

Educational Psychologist - due to the impact of the COVID 19 pandemic there is no allocated educational psychologist this academic year, instead the educational psychology service are concentrating on EHCP assessments

Speech Therapist - Sarah Evans

Family Support Worker- Sue Bain- 2 days per week

We also employ 10 Learning Support Assistants who deliver the interventions in the provision map as co-ordinated by our SENCO and support individual children or groups within a classroom setting.

### **What we do to support learners with SEN at Leftwich Community Primary School**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Leftwich Community Primary School are proud of our teachers and their development. The Teacher standards are available on the DFE website.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

Visual timetables

Writing frames

I-pads, lap tops or other alternative recording devices

Positive behaviour rewards system

Identified work stations within the classroom

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to

learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Leftwich Community Primary School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

### **Funding for SEN**

Leftwich Community Primary School receives funding directly to the school from the local authority to support the needs of learners with SEN. This is described in an SEN memorandum.

The school also receives funding from the local authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school. The top up funding for 2020-21 is £35, 242.00

### **How do we find out if this support is effective?**

Monitoring progress is an integral part of teaching and leadership within Leftwich Community Primary school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision. Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

### **Other opportunities for learning**

All learners should have the same opportunity to access extra-curricular activities. At Leftwich Community Primary school in 2020-21 we hope to offer a range of additional clubs and activities- at the current time these are on hold due to the COVID 19 pandemic.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCO to discuss specific requirements. All staff at Leftwich Community Primary School received training regarding the Equality Act

2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

**"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. Leftwich Community Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN.

Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

### **Have your say**

Leftwich Community Primary School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' provision for SEN.

### **Useful links**

Local Offer

[www.livewell.cheshirewestandchester.gov.uk](http://www.livewell.cheshirewestandchester.gov.uk)

Information, Advice and Support Service

Tel: 0300 123 7001

Email: [iasservice@cheshirewestandchester.gov.uk](mailto:iasservice@cheshirewestandchester.gov.uk)

KIDS is a mediation service set up to help resolve or prevent disagreements between parents and the local authority. The service is free and conversation is confidential.

Tel: 03330 062 835

Email: [senmediation@kids.org.uk](mailto:senmediation@kids.org.uk)